

Recent Seating Survey

Library staff regularly see students seeking out places for individual study as well as for group work. The Information Commons on the 1st floor of the Main Library was designed to address those needs. For example, the Quiet Study area on the north side of the floor provides a pleasant setting that is well-used both day and night. Some of the new workstation furniture in the Reference area is designed to accommodate students working together. However, there is a limited number of group study rooms available to address this growing need.

A survey conducted during the last two weeks in October sought student input on available seating in the Main Library. This is what we learned from respondents in both the Quiet Study and tower reading areas (floors 4-10).

- Many sought spaces that were quiet and somewhat isolated. (Quiet Study respondents also valued the convenient location).
- Proximity to computer workstations was seen as a plus.
- About 1/4 of respondents were bothered at some time by cell phone noise.
- There was an expressed need for more designated quiet areas with comfortable chairs.
- Respondents indicated a need for more areas for those needing to do group work.

We hope to be able to address some of these needs in the coming months.



Quiet Study Area

The Library as Place

At a time when access to information is possible from almost any location (the LMS Website averages over 400,000 hits per month), we still note the value of "library as place." The gate count in the Main Library was up 31% this past year. Students come to use print collections and get assistance in many forms, as well as for individual and group study and access to general and specialized computer applications.

In February 2005, the Council on Library Resources released a report on *Library as Place: Rethinking Roles, Rethinking Space* (<http://www.clir.org/pubs/reports/pub129/pub129.pdf>). Librarians and planners considered the question "What is the role of a library when it no longer needs to be a warehouse of books and when users can obtain information without setting foot in its doors?"

Although conventional wisdom had been that we would see the virtual library replace the physical library, many libraries have seen their use expand. In seeking to understand why this is the case, the study found that "the library is the only centralized location where new and emerging information technologies can be combined with traditional knowledge resources in a user-focused, service-rich environment that supports today's social and educational patterns of learning, teaching, and research."

The best library spaces are those which are flexible and able to meet changing space needs. They are seen as an extension of the classroom where students can engage in collaborative learning. At the same time, students recognize the library as a place where people can come together in ways that do not happen in the classroom or dorm.

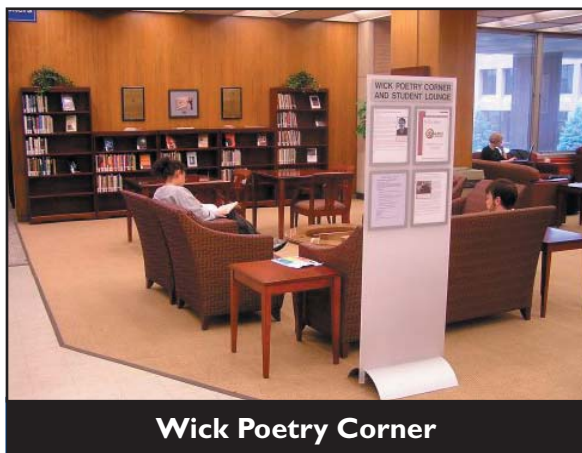
In this issue of *Footnotes*, we highlight some of the changes in the University's Main Library and how you and your students might take advantage of them.

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Wick Poetry Corner and Student Lounge

The Libraries and the Wick Poetry Center recently dedicated the Wick Poetry Corner on the 2nd floor of the Main Library. The Wick Poetry Corner houses the Tyler Lee Gaston Poetry Collection of twentieth and twenty-first century poetry books. The books in this collection have been donated by individuals or purchased with funds from the generous donors to the endowment in memory of Tyler Lee Gaston. These books do circulate. Their location in KentLINK will show as "MAIN Wick Poetry Corner."



Wick Poetry Corner

The Corner is made possible through the vision of Provost, Paul Gaston and his wife Eileen. Its purpose is to increase the visibility of the Wick Poetry Center in a more central location on the Kent campus and to encourage a broader interest in poetry. It is adjacent to the Student Lounge which provides an inviting setting for group and individual study. Wireless computer access is available in this area as well. Students have already found this as an inviting space to study and to gather.



Student Lounge

Specialized Services

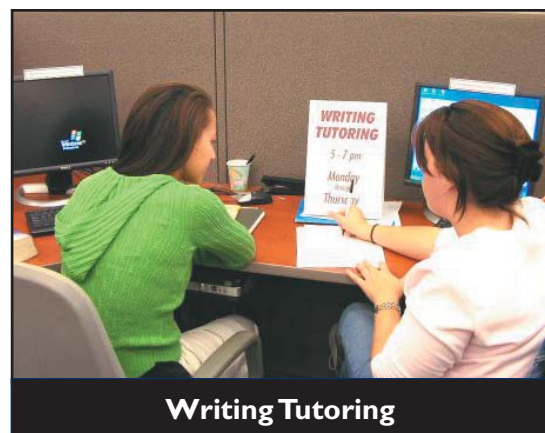


Math Tutoring

Tutoring services from the Academic Success Center and the Writing Center are available to students in the Main Library on Monday through Thursday on a drop-in basis. Math tutoring is for MATH 10004 through MATH 12003 and is available from 2—7 p.m. Writing tutoring is offered 5– 7 p.m. Librarians offer personalized research consultation by appointment arranged at the Reference Desk or at 330-672-3045. All of these services are heavily used by students. In spring 2005, for example, there were over 700 math tutoring sessions conducted.



Personalized Research Consultation



Writing Tutoring

Collaborative Learning Spaces: New Facilities for Class Meetings

NEW

Following focus group sessions with faculty in the Spring, the Libraries created collaborative learning spaces conducive to group work in the Main Library. The goal is to provide a unique opportunity for a faculty member to bring a class for a library visit so that students might be guided doing a research assignment. In addition to proximity to print collections, the flexible arrangement of the spaces is ideal for collaborative group work.

Two areas are available on the 6th floor: 6A and 6B

Features include:

- Flexible instructional space with movable tables and chairs.
- Proximity to print collections.
- Teacher's workstation available with computer, projector, and document camera.
- Stationary and movable white boards.
- Wireless network access.
- Availability of a librarian (upon request) to provide introduction to resources.

Reserving a Collaborative Learning Space

1. Call the Reference & Instructional Services Office (330-672-3045) at least 48 hours before the date needed. Training on equipment may be arranged in advance.
2. A faculty member may reserve 6A or 6B up to two times per semester for class sessions. This is not meeting space, nor is it to substitute on a regular basis for assigned classroom space.
3. Notice of the reservation will be posted on the 6th floor. When not reserved, these spaces serve as regular study areas.



Area 6A has six tables and seating for 24. Tables and chairs are movable. Teacher's workstation and whiteboards are available.



Area 6B has six large library tables and seating for 24. Chairs are movable. Portable whiteboards are available.

Student Multimedia Studio

Student Multimedia Studio

The Student Multimedia Studio (SMS) provides currently enrolled KSU students with a wide range of multimedia equipment, software and support to create presentations for course projects. Before you make a multimedia assignment, contact the SMS. Staff can suggest the best and easiest-to-use technologies, as well as be better prepared to help your students. Also staff can present demonstrations in your class or hands-on workshops in the library.

If you wish to explore the possibilities with multimedia presentation project assignments for your class, but are uncertain of what might be possible, visit the Multimedia Project Examples page at <http://www.library.kent.edu/page/11186>. For more information, contact Gary Mote (gmote@kent.edu, 330-672-1851).



Database Highlights

Improved Searching in JSTOR



In the past months, JSTOR has released a new search form called Article Locator. This allows you to find a specific article with an easy, fill-in-the-blank form.

To locate a single article, enter as much information as you have from an article reference or citation. The form

will search multiple fields of a citation simultaneously, such as author name, article title, journal title, volume/issue information, year, etc. Included is a "near match" capability to retrieve closer matches when no exact match is found. The Article Locator may be accessed directly at: <http://www.jstor.org/search/ArticleLocatorSearch>



Songbird Recordings

More than 11,000 recordings of passerine birds--also called perching birds or songbirds--including sparrows, tanagers and warblers have been added to the Borror Laboratory of

Bioacoustics, Digital Animal Sounds Collection. The collection is part of the OhioLINK Digital Media Center and is available to all OhioLINK users and the general public at <http://worldddmc.ohiolink.edu/media/borror/blbLogin>. RealPlayer is needed to listen to these recordings.

The latest additions bring the Borror Laboratory of Bioacoustics, Digital Animal Sounds Collection to a total of more than 20,000 recordings. The recordings are from The Ohio State University's Borror Laboratory of Bioacoustics (<http://blb.biosci.ohio-state.edu/>), which houses one of the largest collections of recorded animal sounds in the world. The collection contains more than 30,000 recordings of more than 1000 species of animals.

National Underground Railroad Freedom Center

The National Underground Railroad Freedom Center has made two books freely available to anyone online at <http://rave.ohiolink.edu/ebooks/nurfc>. The e-books are:

Letters on American Slavery (1833), by John Rankin.

A Portraiture of Domestic Slavery in the United States (1817), by Jesse Torrey.

Both books are listed on the OhioLINK Web site as "National Underground Railroad Freedom Center E-Books."

Get Current Information on OhioLINK Journal Issues

The Serials Check In and Claiming System helps identify missing issues so the publisher can be notified by OhioLINK staff. The system provides information on such questions as: what issues have been received, has a missing issue been claimed from the publisher, or has it been determined the issue is unavailable.

To check for information on a missing EJC issue:

1. Go to <http://serials.ohiolink.edu/search>
2. Search for the journal in question
3. Click on the "latest received" link
4. Look for information on the needed issue.

The system does not identify missing articles, corrupted or missing PDF files, bad links to text on publisher sites, or delivery of partial issues. These problems and any other questions you have should be reported to Anna Hood in the Libraries' Serials Department (ahood@kent.edu, 330-672-6315).

New Electronic Reference Books

The Electronic Reference Books Collection (<http://rave.ohiolink.edu/ebooks/reference/home>) now contains 450 special-topic reference books--including encyclopedias, handbooks, biographical collections, guides--from ABC-CLIO, an educational reference publisher. The most recent additions are:

- *Brazilian Music: Northeastern Traditions and the Heartbeat of a Modern Nation*
- *Defense and Security: A Compendium of National Armed Forces and Security Policies*
- *Germany and the Americas: Culture, Politics, and History*
- *Historic Cities of the Americas: An Illustrated Encyclopedia*
- *The Internet: A Historical Encyclopedia*
- *Invasion of Privacy: A Reference Handbook*
- *New Slavery: A Reference Handbook, 2d ed.*
- *Personal Perspectives: World War II*
- *U.S. Homeland Security: A Reference Handbook*
- *World War I: Encyclopedia*

PsycINFO Changes Now in Place

New fields have been added by type of material to make it possible to search for these specific types:

- New Auxiliary Material field, AUMD, for accompanying material (e.g. Audio, DVD/CD)
- New Methodology field, MTHD (e.g. Clinical Case Study, Empirical Study, Literature Review)



A Note from the Dean

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Technology and the Libraries

Conventional wisdom among many in the higher education community is that the best way to embrace technology is to purge the books. A good example of this thinking is the article, "Packing Up the Books," which appeared in the July 1, 2005 issue of *The Chronicle of Higher Education*. In this piece, we learn about the plans that are underway to transform the undergraduate library at the University of Texas-Austin into a bookless paradise of computer terminals and "Internet-savvy" staff that help students with their "research". The new undergraduate library will be called an information commons.

At Kent State University, the library also has an information commons. So, why am I complaining? Well, the goal of an information commons is to integrate NOT separate new and traditional methods of learning. There are still important benefits in using books to get information for a paper. Efforts at the University of Texas and at other places to segregate books and computers only reinforces the popular notion that many students have: namely, that books now and in the future have no role in their lives.

The article in *The Chronicle* offers us the views of one undergraduate, Allison Smith. Ms. Smith states that she visits the undergraduate library only to check her e-mail, but that she has NEVER been to the library to get a book. While this statement is refreshingly candid, it is not a state of being for which any thinking person should be proud. So then, why do universities seek to perpetuate it? In the past, students came from small towns and insular high school cultures and were challenged by an open and more academic environment that colleges and universities offered. The college or university atmosphere was proudly different from that environment out of which the student came.

Now it seems that all too often universities try to replicate the visual, data-driven world from which the student emerges. Rather than challenge the student to change or at least modify his/her habits and tastes, the modern university seeks to reinforce these notions with an environment that features the same comforts and amusements and values that the student encountered in the outside world. The goal is to appear relevant by catering to the newest trends in contemporary culture; and to promote the welfare of the student by making him/her comfortable in this new environment. As a freshman in college in 1964, I remember the excitement of feeling profoundly uncomfortable as a world of books and learning opened before my eyes, reminding me of the limited and limiting nature of the small town where I grew up.

II. One of the pillars of a democratic society is a vigorous and informed public debate. This expresses itself in many ways: citizen participation in local government, vigorous

discussion of public issues, and high voter turnout for elections at all levels. We have been told that one of the beneficial consequences of the revolution in information technology is that more information will be available to more people. The promise is that we will become much better informed with 100 cable channels to watch and websites and blogs on just about every topic that we can imagine (including a few that we would rather not imagine).

However, it is clear that as a people we know less about public affairs than ever before. "Appalling ignorance" might not be too strong a phrase for the condition of public general knowledge and civic knowledge. As "learning" and viewing become more solitary with little or no opportunity for public debate or discussion, the information found on a myriad of cable channels, websites, and blogs begins to bounce off us. It makes little or no impression except in the case of a national disaster like 9/11.

In any case, democracy thrives, not when there are countless information outlets, but rather when there is vigorous public discussion. Likewise, students do not know what they need to know until they learn to ask the right questions. They can only ask the right questions by subjecting their views about the world to the test of public scrutiny; even if "public scrutiny" initially means one's friends and classmates. Often, educators believe that information (or, excuse me, data) is a precondition for debate. Rather, I think that information (hopefully knowledge) comes as a result of public debate. When we become involved in discussions or debates, we then become relentless searchers for helpful information.

III. We have wandered somewhat far a field from our discussion of the bookless undergraduate library at the University of Texas. Let me conclude by describing an alternative vision. The library is composed of a number of elements, including books and traditional print resources. These traditional print resources are fewer in number because of the possibilities of quick recall from remote storage. Another element would be appropriate information technology that would provide access to an online catalog and journals in electronic databases. A third element would be multimedia technology that would enable students to design Web pages and to create Power-Point presentations. A final element would be the redesign of some library space to accommodate collaborative learning activities: group study activities, a classroom for faculty to use for their classes when it is necessary to meet in the library, and a facility for students to practice group presentations.

A library that is attempting to create this alternative exists here at Kent State University. Now if we could only get *The Chronicle of Higher Education* to do a story!

Research Collection Awards

The Libraries and Media Services Research Collection Award Committee is pleased to announce the 2004/2005 awards. Committee members Gus Medicus, Art; Kristin Mickelson, Psychology; Shawn Banasick, Geography; and Michele L. Hurst and Melissa Spohn, Libraries and Media Services awarded \$15,000 for the following materials:

Beatus of Liebana, Tabara Monaster, codex of Girona, facsimile manuscript, c.975 request submitted by the School of Art. This manuscript is a unique resource that provides access to primary source material that will be used by several academic departments on campus, such as: Art, History, English, Library Science, and Visual Design and Communication. It is housed in the Department of Special Collections.

LiqCryst 4.6 CD-ROM submitted by Libraries and Media Services and Chemistry. This CD-ROM provides structural and property data about many types of liquid crystals and is a major source of information support for researchers in the areas of liquid crystals, chemistry, physics and chemical physics. This CD-ROM is housed in the Chemistry/Physics Library.

Confederate Military Manuscripts, Series D, Holdings of the Virginia Historical Society, Part 1: Albemarle County Historical Society Papers – Sergeant H.B. Johnson Confederate Furlough Papers, microfilm set requested by History. This microfilm set of primary research material includes over 80 manuscript collections that are significant for the study of Civil War history. These materials will support the teaching of several courses offered by the Department of History. The microfilm reels are available in the Main Library.

Main Library Display Cases

The Main Library offers three lighted display cases in highly trafficked areas of the 1st floor which departments or groups may reserve for a period of one month. Currently, the Geology department has an interesting display of artifacts, information, and employment options, while Study Abroad is the colorful theme in the center case. There are a number of openings in the coming months to publicize events or programs, so please call for reservations.

Note that each case measures 54 1/2" wide by 63" high by 17" deep and locks to protect your display items. Stick pins and clips may be used to fix your items; however, tape adheres to the backdrop creating a rough, unsightly surface for future displays. To reserve a display case, contact Cindy Rasmussen (crasmuss@kent.edu or 330-672-2962).

OhioLINK Seeks Testimonials

OhioLINK continues to seek endorsements of the value of OhioLINK resources in research, teaching, and learning. If you or any of your students would like to share your story, you can enter your comments online at: <http://www.ohiolink.edu/about/share-story.html> or by contacting Candi Clevenger at OhioLINK (candi@ohiolink.edu). Examples of stories previously shared are at: <http://www.ohiolink.edu/about/publications.html>.

Plagiarism Forum

On November 4, two KSU librarians, Edith Scarletto and Vanessa Earp, joined other presenters at a Faculty Senate Forum on Plagiarism. During the Forum, many issues were raised both by students and faculty including the importance of reviewing plagiarism policies and its consequences at the beginning of each course, the value of having students practice paraphrasing, and the usefulness of providing clear expectations for proper citation.

In preparing for the presentation, librarians compiled the following tips from higher education sources for creating assignments that can reduce plagiarism opportunities:

- Assign a personal slant to essays or add this as a component of the assignment.
- Concentrate on the process of the written assignment; drafts of the process or personal discussions will help you gain a sense of the student's process, ideas, and style.
- Adjust the assignment to topics discussed within the textbook or class discussions. Have students include these ideas within the paper, or address them in context.
- Have students address a local or current problem in its context of the course ideas/ topics.
- Use specific topics that might not be available in "paper mills."
- Ask students to turn in research notes, or a research journal as part of the assignment.
- Make sure students know the difference between group projects and plagiarism, and how you would like them to document group discussions/explorations.

How can the Libraries help?

1. Students who have trouble citing sources can be directed to a list of Web-based style and writing guides available from the Libraries' Web site at: <http://www.library.kent.edu/style>.
2. Students (and faculty and staff) can take advantage of RefWorks, a Web-based bibliographic management tool available through the Library (<http://www.refworks.com>). This tool allows for manual and electronic entry of citations and can generate bibliographies in a designated style. Contact your liaison librarian for information about setting up a training session.
3. Librarians have created a Web page for faculty on plagiarism at: <http://www.library.kent.edu/plagiarism>. It includes links to sites to help educate students about plagiarism.